

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Selby School District
Accountability Review - Monitoring Report 2012-2013

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Dates of On Site Visit: March 13, 2013

Date of Report: April 17, 2013

All non-compliance must be corrected within 1 year of this report date.

Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Division of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Division of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

- (2) A statement of measurable annual goals, including academic and functional goals, designed to:
 - (a) Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and
 - (b) Meet each of the student's other educational needs that result from the student's disability.
- (3) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student,

Corrective Action:

Through a review of student files, the team determined one student did not have a goal or a plan for services in each area of eligibility. Without goals and/or services in each area of identified need, the student's program was not designed to provide educational benefit based on the identified disability.

Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:
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Student File # 1: This student was reported on child count under the category of 525-Specific Learning Disability in basic reading, reading fluency, reading comprehension, math calculations, and written expression. The student did not have a goal or services to address the math calculations needs. Reference is made in the present levels that the student experiences the most difficulty with reading and writing but neglects to address math with strengths and needs or other information regarding the student's math skills.	<p>Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.</p> <p>Activity/Procedure:</p> <ol style="list-style-type: none"> 1. The IEP team must determine if additional information/data to support or refute the student's need for specialized instruction in math calculations. If additional data is needed, consent must be obtained to conduct further skill-based assessments. 2. The team must meet and amend the student's IEP to include a goal and special education services in every area of eligibility or provide documentation of the team's decision with evidence to support it in the present levels of performance. 	<p>The district will collect and submit to SEP the following data:</p> <ul style="list-style-type: none"> - The district must submit an IEP amendment and prior written notice summarizing the changes for the student, as well as, consent for further assessments, if necessary. 	<p>Upon successful completion of Prong 1, the district will collect and submit to SEP the following data for one student whose annual review occurred since the on-site review:</p> <ul style="list-style-type: none"> - Current IEP - Previous year's IEP - All evaluation reports from most recent evaluation - Eligibility determination document from most recent evaluation
		Timeline for Completion: 45 days from the date of this report	Timeline for Completion: Within one year of this report date

<u>Prong 1:</u> Data submitted will be used to verify correction of each individual case of noncompliance.
<u>Prong 2:</u> Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of <u>updated data</u> . Verification of correctly implemented policy/procedure/practice identified in Prong 1.
Date - Status Report:

State Performance Plan – Performance Indicators

Indicator 5 – Placement of Children Age 6-21

Percent of children with IEPs aged 6 through 21:

C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

State Target: 3.8% or lower

District %: 4.17%

District Response: This percent is representative of one student from the school district that was placed out of district. An IEP meeting was held at which time the school district stated their opinion that the Selby Area School was providing the best free appropriate public education in the least restrictive environment possible. However, it was the recommendations of the student's parents, a counselor, school psychologist, and psychiatrist that the student undergo a 45-day assessment at a residential facility for young people with psychiatric conditions, which in turn led to an academic year placement based on the 45-day assessment results. This was a unique situation to the school and the district does not feel any change of policy or procedure would have resulted in a different outcome.

Indicator 8 – Parent Involvement

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: 64.20% or higher

District %: 100%

District Response: The Selby Area School District encourages parental involvement for all students of the district. Parents with a child receiving special education services are encouraged to monitor their child's progress by accessing the school's DDN campus to check grades and progress in the general classroom. Parents are encouraged to attend Parent/Teacher Conferences twice yearly, be actively involved in providing input into the development of their child's yearly IEP, provide input and concerns regarding areas to be evaluated for initial and re-evaluation, monitor quarterly progress reports regarding their child's IEP goals, maintain open lines of communication with special education staff through phone calls, in-person contacts, or email. Parents are provided information and are encouraged to attend workshops that pertain to their student's needs or disability area to promote better understanding and knowledge. During IEP meetings or at conferences, parents are asked to complete parent surveys for the state each year.